**EDC562 Artifacts Assignment**

**Due 12/2/10**

Rather than complete a discovery memo about one of the RtI articles, you will, instead, be sharing an artifact of your own teaching. Here is what you will do:

* Choose an instructional technique that you use in your own practice, and that you find helpful for supporting students’ comprehension or vocabulary development.
* Prepare a one-page (double-sided) handout
  + Front side:
    - Target area
    - the name of the technique
    - its creator (please cite the author and bibliographic information in APA-6 style)
    - Whom the technique is for (grade, population)
    - How to use the technique
  + Back side:
    - research evidence that suggests the technique is effective
    - Its usefulness as a technique for ELLs
    - a Website that provides additional information
    - References
* Prepare a 5-10 minute sharing where you explain your technique to your colleagues and, if appropriate, engage them in using the technique. You may choose to bring in examples, student work samples from the technique (no names), visuals, etc.

**Artifact Example**

Target Area: Summarizing

Technique: CHoMP Summarizing Strategy

Creators: Eagleton, M. B. & Dobler, E., (2007). *Reading the web: Strategies for internet inquiry*. New York: Guilford Press

For Whom: This technique is useful for elementary, middle, and possibly high school students, particularly if they struggle reading and understanding expository texts. ‘

Description: CHoMP is a technique focused on helping students learn to summarize expository text. Its name is acronym for the steps used in the process of summarizing:

* **C**ross out unimportant information
* **H**ighlight key terms
* **[o** ]
* **M**ake notes
* **P**araphrase/put in your own words

How: Students use these steps as they read small segments of expository texts. The teacher helps the students identify what in the text is less important, and students cross out these words or ideas. The teacher then helps students highlight the words/ideas that are most important, particularly highlighting key terms. Students then make notes that will help them remember the information and its organization. These notes could be a diagram, list, etc. Teacher helps students use their notes to write a summary of the ideas in their own words.

Example:

*~~The~~ Siberian tiger ~~spends a lot of time~~ hunting ~~because only about~~ one in ten ~~of its~~ hunting trips ~~is~~ successful. ~~It~~ preys ~~mainly on~~ deer ~~and~~ wild pig, ~~but it also~~ catches fish. ~~Creeping to within~~ 30 to 80 feet of ~~its~~ victim, ~~the tiger~~ pounces ~~and~~ grabs ~~the~~ prey ~~by the~~ nape of the neck ~~with its back feet still planted firmly on the ground~~. If ~~the tiger~~ misses its prey ~~on the pounce, it~~ may chase ~~it for up to~~ 650 feet ~~but~~ rarely catches ~~it~~.*

Notes:

Siberian Tiger

Prey hunting Successes

Wild pig, deer, fish gets 30-80 feet of prey 1 out of 10 times

Pounces, grabs by neck If misses, may chase 650 ft

Rarely catches

Summary: Siberian tigers hunt deer, wild pig, and fish. They creep up on prey then pounce 30-80 feet to grab it, only catching it one out of ten times. If the tiger misses it may chase the prey up to 650 feet, but usually doesn’t catch it.

Research:

Research suggests that teaching comprehension strategies is effective in improving students’ comprehension (Palicsar & Brown, 1984; National Reading Panel, 2000). Research also suggests that strategies need to be taught explicitly (Block & Pressley, 2001). Summarizing, reducing a text to its most important ideas, is an important strategy to teach, particularly for expository texts. Expository text differs from narrative text. Students typically find expository texts more challenging, perhaps due to lack of exposure (Duke, 2000), the often “inconsiderate-ness” of expository texts, or their many organizational structures (Ogle & Blachowicz, 2002). The CHoMP strategy (Eagleton & Dobler, 2007) is one way to explicitly teach summarizing expository text. Guinee and Eagleton’s (2006) work with CHoMP suggests that it is an effective technique for teaching summarization to students of various abilities in various grades.

ELLs:

There is no specific research on the use of CHoMP with English Language Learners. However, research suggests that all readers need to be taught comprehension strategies. Because CHoMP helps students find the big ideas in expository text, it has promise as a tool for teaching ELLs.

Website:

There is no Website for CHoMP. Eagleton and Dobler’s work can be found at:

<http://zu4tq4pb5v.search.serialssolutions.com/?V=1.0&N=100&L=ZU4TQ4PB5V&S=AC_T_B&C=English+Journal>

References:

Block, C. C., & Pressley, M. (2001). *Comprehension instruction: Research-based best practices.* New York: Guilford.

Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly, 35,* 202-224.

Eagleton, M. B. & Dobler, E., (2007). *Reading the web: Strategies for internet inquiry*. New York: Guilford Press.

Guinee, K., & Eagleton, M. (2006). Spinning Straw into Gold: Transforming Information into Knowledge during Web-Based Research. *The English Journal*, *95*(4), 46-52.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of*

*the scientific research literature on reading and its implications for reading instruction, Report of the subgroups*. Washington, DC: NICHD.

Ogle, D., & Blachowicz, C. (2002). Beyond literature circles: Helping students comprehend informational texts. In C. C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 259-274), New York: Guilford Press.

\*Palincsar, A., & Brown, A. (1984). Reciprocal teaching of comprehension-fostering and

comprehension-monitoring activities. *Cognition and Instruction, 1*, 117-175.